

# ISSUES & EVENTS

October 1, 1970, Volume 2, number 3

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## "a college for those who don't want to go to college" Scot Gardiner On



## UNIVERSE U.

Scot Gardiner, on leave of absence for the current academic year, is an assistant professor in the Department of Psychology; he was one of five instructors involved in last year's Explorations program. Prof. Gardiner has just published an introductory psychology text and will soon begin work on an advanced textbook on Thinking. Below, the first of two excerpts from the first draft of his book, "UNIVERSE U."

This began as a stream-of-consciousness intellectual journal kept during my year with Explorations One. The journal at some obscure point suddenly became the beginnings of a book. I was writing it and then suddenly it was writing me. It appeared at first to be a critique of the educational system. Nightmares of becoming firmly established as a critic of the establishment. Nightmares of becoming a guru deprived of the right to be wrong. But then it evolved into a proposal for an alternative educational system rather than an attack on the traditional educational system. A Proposal for Smorgesbord U. Then, standing in room 607 of Rochdale College looking curiously out at people looking curiously in, I had a breakthrough. I had looked favorably on the revolutionary practice of some progressive universities to give course credit for independent study and semester credit for unsupervised travel. It suddenly occurred to me that the university had improved itself by dispensing with some of its function. The next logical step was to perfect the university by eliminating itself. The universe was a university.

### collage of colleges

The university is in need of change. This statement is so trite that I will not dignify it with documentation. The two traditional strategies for change are evolution and revolution. Evolution as a strategy is inhibited by the fact that organization inhibits re-organization as much as it prevents disorganization. Any change in any element within a system is stultified by the fact that the interlocking

set of elements which constitute the system resists change. Miller has suggested that, by understanding the system, one can make those changes in those elements which would send shocks reverberating throughout the system. This is a valid but distant hope but there are louder drums. Revolution as a strategy is also inhibited by the inertia of the system and is producing an understandable backlash from those within the walls the revolutionaries aspire to tear down. It is ironical that the advocates of change are concentrating on the two conservative strategies for change, that those preaching tolerance are being intolerant of established institutions, as they attempt to destroy them from inside and outside.

Energy would be better diverted from attacking existing institutions to establishing alternative institutions. Let us make counter-disestablishmentarianism the largest word in the dictionary. The following manifesto is a naive attempt to make explicit what is implicit in the counter-revolution, to suggest a set of axioms from which theories may be derived, to provide a place to stand, from which if the lever can be found, the world may be moved.

**AXIOM 1.** The basic unit of the new university should be the community. Many of the problems of the university can be traced to the simple fact that it has grown too big. As the number of members of the university increases linearly, the number of communication units increases exponentially. Communication breaks down, cliques become established, paranoia sets in. A return to a small community could perhaps replace mistrust with trust, alienation with communication, competition with cooperation. It is student powerlessness rather than student power which causes violence.

**QUESTION.** This involves decentralization and it is necessary to centralize in order to share facilities.

**ANSWER.** What facilitates? The computer? It is technically possible for every community to have a telephone hookup to a central computer on a time-sharing plan so that any member can dial any information he wants. Audio-visual equipment? It is feasible to put a radio

film

## festival improving

The Conservatory of Cinematographic Art's second annual Canadian Student Film Festival ended last week with a film by a University of Prince Edward Island student taking top honors in a field of sixty entries.

"A Tall Dark Stranger", a comedy-drama by Richard Hancox, was the Festival's overall winner.

The following are juror Chris Anstead's impressions:

Criteria for judging cinema quality are almost as numerous as sets of eyes (and ears). But this itself is part of the joy of cinema.

A film critic is then a very special creature. The muscles of his writing hand and his eyeballs are connected by some complex muscular tract. A film maker may sometimes wonder how the path manages somehow to bypass the brain. An audience poll conducted during the Festival revealed that the audience was not in complete agreement with the jury. Even when informed of their choice it did not appear to be in agreement with itself. I'm sure much lively discussion ensued.

Some of my observations on the films chosen as best:

Rick Hancox, "Tall Dark Stranger" definitely presented a clear message in a folksy down-home way. The film relates the encounter between a farmer and a mysterious white-clad messiah-like fellow. The stranger produces a block of hashish and turns on the farmer. While the twosome jam on fiddle and spoons, the farmer flashes on psychedelic hay bales and colourful cows.

The soundtrack and editing assert their excellence by an unobtrusive yet forceful reinforcement of the plot. But the best aspect of the film, I think, is Hancox' direction. He gets excellent facial gestures from both actors. The photography ranges widely in quality.

I would like to see how a rural audience reacts to the stranger's message.

Despite some errors in overall structure, James Anderson's "Touched" offered a sensitive and provocative look at children undergoing new experiences in a creative school atmosphere. Unlike some of the other documentaries entered in the Festival, "Touched" resisted drawing a conclusion and thus spurred the audience to think. The emphasis on learning by senses is interesting and forms an interesting theme throughout the film. The animation of the kids' drawings was very well inte-

## new programs

The following recommendations from the Committee on Academic Planning, Priorities and Budget were accepted by University Council at its meeting on Friday, September 25:

1. The project to establish a Bachelor of Social Work will be submitted to the evaluation committee of the Council of Universities as a projected program "subject to the availability of federal funds";
2. Proposals for an Honours program in Urban Studies, and for Joint Honours in Philosophy and Sociology will be submitted to the Council of Universities as well as a proposal for an Honours program in Biochemistry, subject to the availability of faculty;
3. The other programs for all four Faculties for the three-year undergraduate program are approved, except for the major in Early Childhood Education, since a special study into the evolution of the Department of Education is still under way.

4. Master's programs in Philosophy, Fine Arts, Mathematics and Sociology will be submitted to the Council of Universities, with the Philosophy program planned for 1971-72, the others for 1972-73.

Discussing these recommendations, Professor Bordan reported on the Minister of Education's strongly stated opposition to duplication in programs between universities. Professor Whitelaw stated that the Council of Universities would evaluate programs not only for their academic viability and possible duplication but also for their value to the community. Professor Bordan recalled further that the Minister had indicated his Department was opposed to meeting student demands for programs where there was no subsequent job market, but this did not mean the universities had to tailor their programs to the market. "You can't put an anthropologist specializing in the North-American Indians in the St-Scholastique control tower," the Minister had remarked. The government bursary plan might be adjusted to reflect the demands of the job market.

## university code

Dr. O'Brien reporting on the development of a University Code, stated that he hoped to present a comprehensive document to the University community in time for informed discussion by University Council at its November meeting. He noted that the JCUA presentation on Rights and Responsibilities had been widely submitted. The Review Committee had developed a document on cheating and plagiarism, and a Principal's task force was working on procedures for academic evaluation. These two approaches would be ready shortly as a joint report.

## registration

Professor Whitelaw presented the interim report of the task force on Registration. Its proposals regarding the submission of Faculty timetables by January 1 and the clear identification of autho-

rity within each Faculty regarding such matters as the size of classes, arrangement and timing of classes, conferences and labs, and scheduling, were accepted.

Dean Campbell stated that some limit had to be set to the proliferation of conferences. In answer to a question from Professor Leduc, Professor Bordan said that the budgetary process would proceed in parallel and there should be no conflict. The Principal stated that the University could not give any absolute guaranty that courses would not be cancelled for financial reasons, but a great deal could be done to avoid this if they were firmly inscribed in the timetable.

Dr. O'Brien emphasized the need to attach the names of professors to courses in the timetable to be submitted on January 1 except in particular cases approved by the Dean of the Faculty. In general such an arrangement would be made easier because no increase in full-time faculty is projected.

Search Committees have been established for the posts of Dean of Commerce and Dean of Science. ■

## the ills of free enterprise

by R.W.G. Bryant

Last week I mentioned the need to restore the market balance, as between automotive and mass transit in cities. The market is heavily rigged for the former and against the latter. I am not about to use this suggestion to imply that market forces alone can be relied on to shape the city properly. They obviously cannot. Had the thing been left to the free play of the market, the south side of our mountain would by now have been hidden from sight by a wall of high-rise buildings. The city had to step in with a special zoning by-law to stop that happening.

On the outskirts, not only of Montreal but of any North American city (barring Ottawa, where the N.C.C. wisely spent \$40 million in acquiring a green belt), we find one of the most outrageous examples of tomfoolery that our "free enterprise" society has ever dreamed up. This is - urban sprawl - formless, chaotic growth of the built-up area, in ribbons along arterials, or in scattered subdivisions, plonked down at hazard in accordance with ownership, developers' profits, and so on. A few years ago it was reckoned that there were in Santa Clara County, California, 7 square miles of subdivision, scattered round in 500 square miles of the finest orchard land in America, in such a fashion as to cause the maximum amount of dislocation to the fruit industry, and the maximum cost and trouble in providing services.

Round Montreal, there are thousands of acres of the best farmland in Quebec, lying idle, taken out of farming use by speculators and potential developers - on a scale that would meet actual needs for many years to come. Yet we live in a world where most of the population doesn't have enough to eat. Something is out of kilter, somewhere.

I prefer the Dutch practice - when a city has to extend its built-up area, the municipality simply acquires the required land, by expropriation if necessary, and arranges for its development on a carefully planned basis. Other urban fringe land in worth-while agricultural use is carefully zoned for that purpose, and the owners thereof wouldn't have a cat's chance in hell of making a speculative killing out of it. But then, the Dutch are so short of land that they naturally regard its proper use and disposition as a social responsibility. Until we in North America develop a similar sense of social responsibility



for land use, we never shall be able to arrange for urban expansion in any sensible way.

To sum up - urban problems are simply one facet of the general social problem. Any approaches to a sensible solution (and there can in the nature of things be no definitive solution) must involve social action.

Maybe a city, like any other group, shows up best when threatened from outside. Despite the baffling complexity of this urban problem, the prophets of woe who foretold the doom of the city have already been confounded. London during the blitz, Warsaw destroyed about as thoroughly as a city can be destroyed, Madrid in the front line, Leningrad in the 900 days - these and other cases demonstrate the extraordinary resilience of the city when it is forced to function as a social entity. Maybe the very intensity of the problem will help to concentrate people's energies and thoughts. ■

## urban living

## film

### continued

grated and offers a glimpse into their vision.

For me the brightest light in the films presented was the animation section. In the lead were the students of the Montreal Museum of Fine Arts. Although the animation school is only a year old, the quality and diversity of the students' work is quite remarkable.

"Islay" is a piece of beauty. Provocative surrealist sequences are melted together in a smooth flowing and cinematic manner. "Islay" (pronounced eye-slay) captures the sadness of the children's song by Donovan:

*How high the gulls fly o'er Islay  
How sad the farm lad deep in play  
Felt like a tide left me here  
Felt like a grain on your sand*

Apparently, Stephen Kondaks is working on more films. I'm sure there are others who await as impatiently as I. Both Rick Hancox and James Anderson were prizewinners in last year's Festival but interestingly both won in different categories than before.

What I would like to see next year that I missed this year is more experimental films and a better representation from French-Canadian students. Perhaps an arrangement could be worked out for simultaneous presentations at either Université du Québec or Université de Montréal. Aside from giving more people a chance to see films of latent McLarens, Godards, Hitchcocks and Bergmans this might serve also to de-emphasize the competitiveness of the presentation.

I thought the general calibre of films was higher than last year. This probably has a basis in a larger number of entries from which the program was selected. But I would like to think that it also indicates a general trend. If so, this year's Festival might be considered a harbinger. Alas! Guess we'll have to wait till next year to decide. ■

and television receiver in every community so that any member can get any program stored in the central library at the turn of a switch. Library? The above facilities and pocketbooks reduce the need for a library. There is however no reason why several communities could not share a central library.

**QUESTION.** Communities have been tried and failed. The landscape is littered with the decaying hulks of dead and dying communities.

**ANSWER.** Many communities are indeed failing for a variety of reasons. Some are trying to live on love. Love is not enough.

They need competence. They need to build up a culture so that succeeding communities can build on the mistakes of their predecessors. Most tend to assume that the alternative to the present structure is no structure whereas it is an alternative structure. Most tend to assume that structure is destructive of freedom whereas structure is to freedom as the trellis is to the vine. They jump from the frying-pan of being strangled by too much structure into the fire of disintegrating from too little.

**AXIOM 2.** The communities should be diverse. Sociological systems, like biological systems, are more likely to survive if they diversify. The traditional, over-specialized university could go the way of the dinosaur. It could survive better if broken down into a set of communities. Not homogeneous colleges as at York and Santa Cruz though this is a step in the right direction. But a set of heterogeneous communities each charac-

is essential. Critics will argue that this is not the function of the university. Whoever has the function however is not performing it, as our overflowing psychiatrist couches and military graveyards attest.

#### THE INSTITUTE

A place to become rather than a place to be. A goal-oriented system in which a group gathers to work together to some purpose. To study an area or to solve a problem. A brainstorming session which never ends.

#### THE ACTION GROUP

A community which gathers to do things. To build a Utopia or play the World Game. A group asking questions before looking for the answers. A group setting out to do something and then finding out what they need to know in order to do it.

#### THE GUILD

A community of students working together to produce beautiful things. To close the gap between art and artifact, between producer and consumer. To re-establish the fact that everyone is an artist. To restore respect and dignity to the craftsman. To beautify and personalize their own lives. To explore the minituarization of industry.

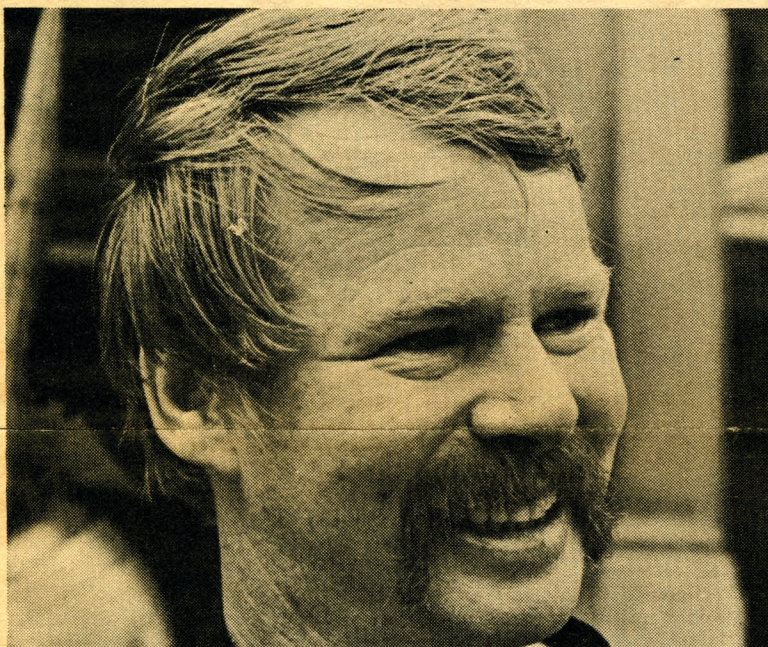
It requires little imagination to see other models based on the Academy, the Department, the Think Tank and so on and so on.

**AXIOM 3.** The communities should be self-supporting. It is difficult to get public funds to support private projects. It is even more difficult to get public funds without strings which would divert a project from its purpose. Until public officials recognize that the most

the new university but was scrapped because it could not yet outpace the horse. Some are however enjoying the Pyrrhic victory of righteous indignation. We have given them enough rope and they have hung themselves. We have headed them off at generation gap.

Within the ground rules of each style of college, the students should run it by themselves as much as possible. They can learn science and mathematics by doing economics and political science. They are not permitted to govern their country or plan its economy. They can however practice on that microcosm of society which constitutes the community. This is inefficient in business terms but not in educational terms.

The Explorations One students evolved an impressive political style. Not once did even one of a hundred students ever suggest that officers be elected. Power has replaced sex as the new obscenity. They skillfully skirt the limitations of the hierarchical organization so cleverly documented in Parkinson's Law and Peter Principle. Decisions were made by participatory democracy (should it ever have been otherwise?) at weekly general meetings where everyone could speak and everyone usually did, often simultaneously. An ingenious prevoting procedure was established early in the year. Anyone could write a proposal and post it in Explorations House, with spaces for signatures pro and con. If the response was overwhelmingly for the proposal, the process went ahead and if it was overwhelming against the proposal, the proposer dropped it. If the responses were about even but there were few responses, the proposer assumed that the issue was not important and tended to forget it. If the responses were about even



# UNIVERSE

## U.

### continued from page 1

terized by a particular learning style. It is now possible to organize in terms of style rather than content since we can afford the luxury of different learning styles. It is now possible to go beyond equality of opportunity to variety of opportunity. Each community would provide the environment which a student would choose as most congenial to the development of his potentiality. Different strokes for different folks. Personality change by re-forming the environment rather than by reforming man. Some models for different styles of communities are suggested below.

#### THE SMORGESBORD

The central community in which students could start to find their orientation and fall back into when marking time or changing direction. A community whose only goal is to allow its members to pursue their own goals. Including no goals. A place to learn purposeless activity in preparation for leisure. A college for those who don't want to go to college. A shakedown centre between high school and university. A decompression chamber for adolescents. A time to disentangle from other peoples' projects and find one's own. A place to stand. A space to think.

Critics will argue that students would never leave such a South Sea Island paradise. They will say that students do not work very much even under pressure and, if you take the pressure away, they won't work at all. Students however work very little because of the pressure rather than in spite of it. Take away the pressure and those who have work they want to do will do that work and those who don't want to do anything will have time to find out why this unnatural state of affairs exists.

#### THE GROWTH CENTRE

A community to educate the whole organism rather than the top crust of his nervous system. A place to develop the many ways to be intelligent rather than the few we now focus on. A place to eradicate that caricature of our culture, the genius who is a social moron and a physical wreck. A place to learn subjective as well as objective truth. A laboratory to learn to live with others. A force to counter the 'dis-ease' and 'mal-aise' of our times. A place where the sensual

efficient use of public funds is to finance private dreams, that what is good for Joe Blow is good for America, communities will have to support themselves. The Smorgesbord, the Growth Centre and the Action Group could support themselves on student fees. Perhaps a university could be persuaded to release a group of students to form a community, turn over their fees to the community and give the students credit for the year. The embarrassing question will inevitably arise as to why students pay and professors are paid for being members of the community. Perhaps the class distinctions between student and professor are maintained to avoid this question. The Institute, Think Tank and Guild could perhaps support themselves by providing goods and services. Institutes could contract research projects, Think Tanks could solve problems for individuals and organizations, guilds could make things for other communities or for a public hungry for personalized items.

**AXIOM 4.** The communities should be self-governing. Those communities could be spawned by the traditional universities but this presents certain problems. We cannot expect too much from what passes for reform within the university. The education industry is a multimillion dollar business employing thousands of people. Why should it destroy itself? Only a few liberals, pursuing their death instinct, seriously want any basic changes in it. What masquerades as reform is mere tinkering. A change in the curriculum assumes the curriculum, a new course assumes the course, a different grading system assumes grades. We should be questioning the concepts of curriculum, course and grade. We should be changing the system rather than fiddling with the elements. We should be seeking Copernicus rather than adding another epicycle to Ptolemy. My young Marxist friend was probably right in attacking me as the true enemy of change since I help patch up the dilapidated system so that it may survive a little longer. Explorations One was encouragingly autonomous but even here the umbilical cord was not entirely severed. An unconventional programme was required to produce according to conventional standards in order to survive. It couldn't and it didn't. Meanwhile back at the university some are genuinely sad. It was the Model-T Ford of

but there were many responses, the proposer assumed that the issue was controversial and raised it at the next meeting. There a consensus was reached or, if that was impossible, a hand vote was reluctantly taken. Most of the work tended to be done by ad hoc subcommittees of one. Members of the community had a comfortable feeling of personal power since they felt they could affect their environment. They tended also, as a corollary, to blame themselves when things went wrong.

## physical plant

Future archeologists will be able to reconstruct our philosophy of education from the remaining symptoms of our Edifice Complex. There is more information in bricks than books, in mortar than in mortar boards. The blackboard tells more than what is written on it about chalk and talk persisting well into an age of computers and television. Excavating a traditional classroom, he will find desks bolted to the floor (learning is passive rather than active) all facing the front (the teacher is the fountainhead of all knowledge) where the desk of the teacher is the topped by a lecture (the word of the teacher is gospel). Segregated washrooms and dining rooms say much about the relationship between professors and students. Separate dormitories and classrooms speak volumes about the relationship between living and learning.

Students in the traditional university are transients, passing through from 10.15 to 11.35, in their own classrooms. The only place they can call their own is their locker which is too small. The only places they can gather is in the anti-intellectual environments of lounges and cafeterias. Students, too often not at home even at home, need a home away from home. They need people-size places where they will want to be and to be together. They need private corners where individuals can study and public places where groups can meet. In such a congenial environment, seminars would ignite spontaneously. Leacock, when asked to build a university, would start with a smoking-room before a library or a classroom.



A panel of three skeptical Georgians confront Astrologer John Manolesco on the CTV program **UNDER ATTACK** on Channel 12 at 3:30 p.m., Sunday.



Send notices and photos of coming events to the information office, room 211 of the Norris Building, or phone 879-2867. Deadline for submission is noon **Wednesday** for events the following Thursday through Wednesday.

## thursday 1

**PHILOSOPHY CLUB:** Lecture on the development of the scientific method by scientist-philosopher Dr. G. J. Whitrow, Imperial College of Science and Technology, London, at 8:30 p.m. in H-413.

**CONSERVATORY OF CINEMATOGRAPHIC ART:** "Alexander Nevsky" (Eisenstein, 1938), at 7 p.m. in H-110; "Fires on the Plain" (Kon Ichikawa, 1959) at 9 p.m.; 50c for students, 75c for non-students.

**GOD-SQUAD:** Dr. Robert McClure, moderator of the United Church of Canada will talk on "Perspectives on the Middle East" from 1:30 - 2:30 in H-435.

**GALLERY II:** "Photo-graphics" by David Duchow through October 14.

**FRENCH 201: SECTION TV:** French Lesson at home on channel 9 at 7 and 8:30 a.m., 10:30 p.m.

## friday 2

**ARTS FACULTY COUNCIL:** Meeting at 2:30 p.m. in H-769.

**SNOOPIES:** NFB flying film "Blake" (that short you saw with "M.A.S.H.") at 8:30 p.m. in H-635, co-starring Keith Randall and Joe Macaluso.

## saturday 3

**FOOTBALL:** Sir George vs R.M.C., 2 p.m. at Kingston.

**SOCCER:** Sir George vs Bishop's, 2 p.m. at Bishop's.

## sunday 4

**UNDER ATTACK:** John Manolesco (taped at Sir George) at 3:30 p.m. on channel 12.

## monday 5

**CLUBS RALLY:** Start of Welcome Week with window shopping for joiners on the mezzanine.

## tuesday 6

**FRENCH 201- SECTION TV:** Cable TV's channel 9 and 7 and 8:30 a.m., 10:30 p.m.

**WORKING WOMEN'S ASSOCIATION OF S.G.W.U.:** Meeting at noon in H-615; information at 879-7280, 879-7262.

**CLUBS RALLY:** On the mezzanine.

# SGWU / THIS WEEK

## wednesday 7

**FRENCH 201: SECTION TV:** Cable TV's channel 9 at 7 and 8:30 a.m., 10:30 p.m.

**WELCOME WEEK:** "On Her Majesty's Secret Service" at 1 p.m. in H-110 for 50c.

**SOCCER:** Sir George vs C.M.R. at Kent Park, 4 p.m.

**COMMUNICATIONS COMMITTEE:** First meeting at 5:40 p.m. in H-762-2.

## thursday 8

**BOARD OF GOVERNORS:** Meeting at 1 p.m. in H-769.

**FRENCH 201 - SECTION TV:** Channel 9 at 8 and 8:30 a.m., 10:30 p.m.

**S.G.W.U. ANNUAL FALL CAR RALLY:** For information and entry forms contact S.A. offices or Alumni office, Y.M.C.A. 30.

**CONSERVATORY OF CINEMATOGRAPHIC ART:** start of Rouben Mamoulian festival with the early thirties director present to show ten of his films; showings at 7 and 9 p.m. in H-110; 50c for students, 75c for non-students.

**WELCOME WEEK:** "For A Few Dollars More" at 1 p.m. in H-110; 50c.

**FOOTBALL:** Sir George vs Loyola, 8 p.m. at Verdun Stadium.

## poetry readings

November 6th	—	David Bromige Daphne Marlatt	March 19th	—	Dennis Schmitz
December 4th	—	Ted Berrigan	March 26th	—	Jackson MacLow
January 15th	—	David McFadden Gerry Gilbert	All readings commence at 9 pm in the mixed lounge, room H-651, of the Henry Hall Building, Bishop and Maisonneuve streets. Admission free.		
February 19th	—	Kenneth Koch			

## correction

Last week's page one article on food services mentioned incorrectly "last year's deficit of \$23,000". This should have read "the current year's projected deficit of \$23,000". There was not a deficit for the last fiscal year.

## ISSUES & EVENTS

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